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ABSTRACT

Results of the Council of Graduate Schools-Graduate Record Examinations Board 1981-1982 Survey of Graduate Enrollment, Part II are presented, based on usable responses from 299 institutions. The survey findings provide information about changes in the pattern of graduate school enrollment and allow comparisons between public and private institutions, between institutions offering the master's or Ph.D. as the highest degree, and among six major discipline areas. Overall graduate school enrollment increased in the social sciences, physical sciences, and engineering between the 1980-1981 and 1981-1982 academic years, while slight decreases occurred in humanities and biological sciences, with education reporting the largest decrease. A similar trend is noted in first-time enrollments. Enrollment of women at graduate schools showed little change, while the enrollment of Hispanic, American Indian, and Asian American students increased, and the enrollment of blacks significantly decreased. Enrollment of foreign students continued to increase at graduate schools. Fellowships decreased in all disciplines except humanities, teaching assistants increased in all disciplines, and research assistants decreased in all disciplines except engineering. Master's degrees awarded increased in the social sciences, physical sciences, and engineering, while doctoral degrees awarded increased in education, engineering, and biological sciences. The total number of Doctor of Arts degrees showed an overall decrease, although the number of post-doctoral students increased at both public and private Ph.D.-granting institutions. Additionally, the proportion of first-time, graduate enrollment classified as part-time decreased slightly. (SW)

Report on the Council of Graduate Schools-Graduate Record
Examinations Board 1981-82 Survey of Graduate Enrollment*

-Part II-
June 1982

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Introduction

The GRE Board and the Council of Graduate Schools began eleven years ago to conduct an annual series of surveys of graduate school enrollment of the membership of the Council of Graduate Schools in the United States. The Council membership consists of some 363 graduate institutions who grant either the master's or doctorate as the highest degree. The members of the Council grant over 95% of the earned doctorates and 85% of the master's degrees awarded.

The 1981-82 survey, like those of recent years, was divided into two sections; the first was distributed in the fall of 1981 and reported at the CGS meeting in December 1981. Questionnaires for Part II were distributed early in 1982 with data requested on enrollment as of mid-October for 1980-1981.

Summary of Conclusions

Part II of the eleventh CGS-GRE Board Survey of Graduate School Enrollment met with success in terms of the number of responding institutions and, to a lesser degree, in terms of response rates to individual questions. While the effective response rate to individual questions varied, several overall conclusions can nonetheless be drawn.

Overall enrollment has increased in Social Sciences, Physical Sciences, and Engineering. Slight decreases have occurred in Humanities, and Biological Sciences with Education reporting the largest decrease. A similar trend is noted in first-time enrollments.

*For reference purposes, this report is also issued as "CGS Communicator Special Report Volume XV, No. 6, August 1982."

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Enrollment of women at graduate schools showed little change. The enrollment of Hispanic, American Indian, and Asian American students has increased at reporting institutions, while a significant decrease is noted for Blacks. Enrollment of foreign students continues to increase at graduate schools. Fellowships have decreased in all disciplines except Humanities. Teaching assistants have increased in all disciplines except Education, while research assistants have decreased in all disciplines except Engineering.

Master's degrees awarded increased in Social Sciences, Physical Sciences, and Engineering. Doctoral degrees awarded increased in Education, Engineering, and Biological Sciences.

It seems important that this information continue to be collected, and that those types of information for which meaningful results were achieved continue to be surveyed. It also seems apparent that, despite the occasionally small effective response rates, the efforts to provide for more complete and detailed information have had a positive effect and should be continued. Given these results, this survey will continue to serve as a valuable addition to the total pool of information about graduate education.

Sample Description

Survey questionnaires were sent to 363 graduate schools that were members of CGS as of December 15, 1981. A total of 299 questionnaires were returned, for a response rate of 82%. Since the primary purpose of the questionnaire was to develop comparative data between 1980 and 1981, responses to questions were included in the analysis only when data were supplied for both years; unlike some earlier surveys, however, results have been reported for all questions, even where the effective response rate (percent of the number responding of the number available in the total group) did not reach 50%. These data are being reported in the belief that incomplete data, if appropriately used, are of more value than no data at all; extreme caution must be exercised in interpreting data based on response rates of less than 50%. These data will present an accurate picture of those institutions which reported data, but cannot be easily extrapolated to project trends for all institutions.

Extra care should be taken in interpreting data for private schools at which the master's degree is the highest degree awarded; for these institutions the response rate was particularly low. Institutions responding to this survey are not necessarily the same schools that responded to last year's survey, and in some instances, institutions submitted incorrect or incomplete data on last year's questionnaires. Data in this year's report for this group of schools are not comparable with data reported last year.

In addition, the variability of response rates across questions reduces the ability to compare results across questions or to compare results of Part II of this year's survey with the earlier Part I. The numbers of institutions responding to Part I (272) and Part II (299)

are different and although response rates for several questions in Part II are above 85%, the specific institutions responding to Part II are not always identical to those which responded to Part I, and the specific institutions which comprise an 85% response rate for one question on Part II may not be identical to those institutions which comprise an 85% response rate for a different question. These same limitations hinder comparisons between this year's Part II data and those reported last year, as does the fact that many institutions noted that the data for 1980 which they were able to provide for this survey were different from, and better than, the 1980 data they provided last year.

Despite these limitations, the overall obtained sample (i.e., those submitting usable questionnaires on time) appears to be representative of the total CGS population. Below are comparisons of number and percentages of several ways of describing the available population and sample. It should be noted that "Master's Highest Degree" refers, throughout this report, only to those institutions for which the master's degree is, in fact, the highest degree awarded. Data for these institutions do not reflect master's degrees offered by institutions which also offer the doctorate.

Comparisons of Usable Sample and Base Population

	<u>Number of CGS Institutions</u>	<u>Number of Reporting Institutions</u>	<u>% (sample of each population subgroup)</u>
Total Institutions			
Public	247	208	84%
Private	<u>116</u>	<u>91</u>	78%
Total	363	299	82%
Master's Highest Degree			
Public	85	64	75%
Private	<u>20</u>	<u>13</u>	65%
Sub-Total	105	77	73%
Ph.D. Highest Degree			
Public	162	144	89%
Private	<u>96</u>	<u>78</u>	81%
Sub-Total	258	222	86%

Results

Some of the results of the survey are displayed in Tables 1 through 12; other results, which lend themselves less well to tabular presentation, are presented in the discussion section below.

All of the tables in this report provide percent change between 1980 and 1981 by discipline area. Each of these tables shows both the percent changes between the years in question and the effective response rate (in

parentheses) for that type of institution and discipline area. In addition, Tables 1 and 2 show the actual 1981 enrollments on which the percent changes have been computed. It should be emphasized that these enrollment numbers cannot be interpreted as total or first-time graduate enrollments in CGS institutions since the response rate is not complete.

Discipline areas, as defined in the original questionnaire, include education (all fields of education), humanities (English and journalism, fine and applied arts, foreign languages and literature, library science, philosophy, and religion), social sciences (anthropology, business, economics, geography, history, political science, and sociology), physical sciences (chemistry, computer sciences, geology, mathematics, physics, and statistics), engineering (all fields of engineering), and biological sciences (agriculture, biology, health professions, home economics, psychology, and zoology).

A review of Table 1 shows moderate increases in total graduate school enrollment in Social Sciences (+2.6%), Physical Sciences (+5.1%), and Engineering (+6.8%). Slight decreases are reported in Humanities (-1.9%) and Biological Sciences (-0.1%). The largest enrollment decrease is in Education (-7.0%) which continues to show declines in all types and sizes of institutions.

First-time graduate enrollment, displayed in Table 2, shows increases in Social Sciences (+0.5%), Physical Sciences (+4.8%), and Engineering (+5.9%). Decreases are reported in Humanities (-0.7%) and Biological Sciences (-3.8%). Education continues to show declines in all types of institutions with an overall decrease of 11.0%. Because some of the response rates, shown in parentheses, are below 50%, caution should be used in interpreting these data.

Table 3 shows the number and proportion of men and women enrolled in graduate study. The proportion of women enrolled in graduate study remained substantially the same at Ph.D. institutions (46%) and master's highest institutions (58%). The proportion of women enrolled at Ph.D. highest institutions still remains below the proportion of women enrolled at master's highest institutions where women are in the majority. It should be noted that the absolute number of women enrolled at Ph.D. highest institutions remains well above the number of women enrolled at master's highest institutions. Table 4 provides data with respect to first-time enrollment of women. Little change occurred across all sizes and types of institutions.

The number of non-United States nationals enrolled at responding institutions, not shown in the tables, increased between 1980 and 1981 by a total of 7.9%. This continues the trend of recent survey results and confirms the numerous predictions that foreign student enrollments will increase in U.S. graduate schools.

Table 5 shows the percent change in total graduate enrollment by ethnic group and Table 6 shows the percent change in first-time graduate enrollment by ethnic group. Because some of the response rates, shown in

TABLE 1

Total Graduate School Enrollment, by Discipline Area: 1981 Enrollment, Percent Change from 1980, and Response Rate

	<u>Education</u>	<u>Humanities</u>	<u>Social Sciences</u>	<u>Physical Sciences</u>	<u>Engineering</u>	<u>Biological Sciences</u>
Public-Master's Highest	36,519 -13.7% (74%)	7,149 -0.5% (71%)	21,280 +3.0% (72%)	3,365 +8.2% (72%)	2,702 +5.1% (60%)	9,401 -4.2% (71%)
Private-Master's Highest	3,025 -7.6% (55%)	547 +15.2% (55%)	3,993 +10.9% (55%)	339 +22.4% (55%)	243 +9.0% (50%)	982 +5.4% (60%)
Public-Ph.D. Highest	109,455 -4.4% (83%)	52,352 -2.5% (84%)	101,345 +3.4% (83%)	41,082 +2.9% (85%)	38,316 +9.0% (80%)	72,095 -0.0% (86%)
Private-Ph.D. Highest	20,911 -7.4% (69%)	16,240 -1.2% (75%)	48,095 +0.2% (76%)	15,620 +10.2% (78%)	20,010 +3.0% (70%)	15,433 +1.5% (77%)
Master's Highest	39,544 -13.2% (70%)	7,696 +0.5% (68%)	25,273 +4.2% (69%)	3,704 +9.4% (69%)	2,945 +5.4% (58%)	10,383 -3.4% (69%)
Ph.D. Highest	130,366 -4.9% (78%)	68,592 -2.2% (81%)	149,440 +2.4% (81%)	56,702 +4.8% (82%)	58,326 +6.9% (76%)	87,528 +0.3% (83%)
Public-Master's & Ph.D.	145,974 -6.9% (80%)	59,501 -2.3% (79%)	122,625 +3.3% (79%)	44,447 +3.2% (80%)	41,018 +8.7% (73%)	81,496 -0.5% (81%)
Private-Master's & Ph.D.	23,936 -7.4% (66%)	16,787 -0.7% (72%)	52,088 +1.0% (72%)	15,959 +10.4% (74%)	20,253 +3.1% (66%)	16,415 +1.8% (74%)
Total	169,910 -7.0% (76%)	76,288 -1.9% (77%)	174,713 +2.6% (77%)	60,406 +5.1% (78%)	61,271 +6.8% (71%)	97,911 -0.1% (79%)

TABLE 2

First-time Graduate School Enrollment, by Discipline Area: 1981 Enrollment, Percent Change from 1980, and Response Rate*

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public-Master's Highest	5,508 -12.5% (58%)	1,358 -5.4% (55%)	4,223 +6.5% (56%)	664 +12.7% (55%)	560 +0.9% (48%)	1,874 -4.0% (55%)
Private-Master's Highest	588 -14.2% (50%)	176 +37.5% (50%)	1,135 +36.4% (45%)	80 +60.0% (45%)	95 +61.0% (45%)	188 -0.5% (50%)
Public-Ph.D. Highest	18,013 -10.9% (73%)	12,266 -0.8% (73%)	24,513 -0.6% (73%)	9,040 +1.9% (73%)	9,607 +10.1% (72%)	15,269 -4.9% (76%)
Private-Ph.D. Highest	3,946 -8.6% (61%)	3,927 -0.1% (69%)	9,447 -2.3% (70%)	4,053 +9.8% (72%)	6,028 -0.3% (63%)	3,679 +1.0% (71%)
Master's Highest	6,096 -12.7% (56%)	1,534 -1.9% (54%)	5,358 +11.7% (54%)	744 +16.4% (53%)	655 +6.7% (48%)	2,062 -3.7% (54%)
Ph.D. Highest	21,959 -10.5% (69%)	16,193 -0.6% (72%)	33,960 -1.1% (72%)	13,093 +4.3% (73%)	15,635 +5.9% (68%)	18,948 -3.8% (74%)
Public-Master's & Ph.D.	23,521 -11.3% (68%)	13,624 -1.3% (67%)	28,736 +0.4% (68%)	9,704 +2.6% (67%)	10,167 +9.6% (64%)	17,143 -4.8% (69%)
Private-Master's & Ph.D.	4,534 -9.3% (59%)	4,103 +1.1% (66%)	10,582 +0.8% (66%)	4,133 +10.5% (67%)	6,123 +0.3% (59%)	3,867 +0.9% (67%)
Total	28,055 -11.0% (65%)	17,727 -0.7% (67%)	39,318 +0.5% (67%)	13,837 +4.8% (67%)	16,290 +5.9% (62%)	21,010 -3.8% (68%)

*Data based on response rate, shown in parentheses, of less than 50% should be interpreted with extreme care.

TABLE 3

Male and Female Total Enrollment, 1980 and 1981

			<u>1980</u>				<u>1981</u>			
	<u>Number</u> [*]	<u>%</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>
Master's Highest	74	70	50,850	42	70,382	58	48,002	42	66,624	58
Ph.D. Highest	219	85	322,697	54	275,822	46	321,331	54	279,035	46
Total	293	81	373,547	52	346,204	48	369,333	52	345,659	48

TABLE 4

Male and Female First-time Enrollment, 1980 and 1981

			<u>1980</u>				<u>1981</u>			
	<u>Number</u> [*]	<u>%</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>
Master's Highest	58	55	9,897	42	13,739	58	9,520	43	12,876	57
Ph.D. Highest	191	74	71,796	53	63,154	47	69,092	53	61,495	47
Total	249	69	81,693	52	76,893	48	78,612	51	74,371	49

* Number is institutions responding. Percentage figures are the number responding as a percent of the number available in the total group. For example, 74 Master's Highest Degree institutions responded out of a possible 105 such institutions on the CGS membership for a 70% response rate for that group of institutions.

TABLE 5

Percent Change in Total Graduate School Enrollment, by Ethnic Group, 1980-1981

	<u>Black</u>	<u>Hispanic</u>	<u>American Indian</u>	<u>Asian American</u>	<u>White</u>	<u>Other</u>
Master's Highest	-1.8% (61%)	+0.5% (59%)	+61.6% (59%)	+17.7% (60%)	-4.5% (59%)	-17.5% (56%)
Ph.D. Highest	-3.5% (74%)	+6.7% (74%)	+0.6% (72%)	+7.3% (73%)	-1.4% (72%)	+2.2% (64%)
Total	-3.2% (70%)	+5.6% (70%)	+8.4% (68%)	+8.5% (69%)	-1.9% (68%)	+0.3% (62%)

TABLE 6

Percent Change in First-time Graduate School Enrollment, by Ethnic Group, 1980-1981^{*}

	<u>Black</u>	<u>Hispanic</u>	<u>American Indian</u>	<u>Asian American</u>	<u>White</u>	<u>Other</u>
Master's Highest	-5.1% (43%)	-14.2% (42%)	-14.2% (38%)	-13.8% (43%)	-3.6% (42%)	-12.1% (41%)
Ph.D. Highest	-12.3% (58%)	+4.1% (57%)	-5.0% (55%)	-1.5% (57%)	-7.4% (57%)	-3.6% (52%)
Total	-10.8% (54%)	+0.6% (53%)	-6.8% (50%)	-2.8% (53%)	-6.9% (53%)	-4.2% (49%)

^{*} Data based on response rate, shown in parentheses, of less than 50% should be interpreted with extreme care.

parentheses, are below 50%, caution should be used in interpreting these data. The data show increases in Hispanic (+5.6%), American Indian (+8.4%), and Asian American (+8.5%) minority enrollment; decreases were reported for Blacks (-3.2%). First-time minority enrollments show a slight increase for Hispanics, while decreases were reported in all other ethnic groups.

As in prior surveys, institutions were asked to provide data concerning number of teaching assistantships (Table 7) and research assistants (Table 8). As can be seen from Table 7, which displays the percent change in graduate teaching assistants for Ph.D. institutions, the largest overall increase again this year is in the field of Engineering (+11.4%). Small changes were reported in all the other disciplines. These increases in teaching assistantships for Engineering graduate students probably reflects efforts to compensate for unfilled faculty positions in an era of burgeoning undergraduate enrollments.

Table 8 displays the percent change in the number of research assistantships at Ph.D. highest institutions between 1980 and 1981. The number of research assistantships at public Ph.D. highest institutions decreased in all fields except Engineering (+3.9%). Private Ph.D. institutions experienced increases in Humanities (+2.4%), Physical Sciences (+2.1%), and Engineering (+1.7%). Decreases were reported in Education (-7.2%), Social Sciences (-7.6%), and Biological Sciences (-3.7%).

Changes in the number of fellowships or traineeships at Ph.D. highest institutions are shown in Table 9; the total number of fellowships decreased in five discipline areas, with Humanities showing a moderate increase (+4.2%).

Table 10 displays the percent change in master's degrees awarded between 1980 and 1981 by discipline areas. Increases were experienced in Social Sciences (+3.2%), Physical Sciences (+2.4%), and Engineering (+6.4%), while declines were experienced in Education (-5.5%), Humanities (-1.5%), and Biological Sciences (-0.7%).

The total number of doctorates awarded shown in Table 11 increased in Education (+0.6%), Engineering (+5.2%), and Biological Sciences (+4.2%), while decreases were reported in Humanities (-2.4%), Social Sciences (-1.3%), and Physical Sciences (-1.7%).

The proportion of first-time enrollment classified as part-time, displayed in Table 12, decreased slightly (institutions were asked to apply their own definition of full- and part-time).

Finally, the survey included questions concerning the Doctor of Arts degree and the number of post-doctoral students enrolled. The total number of Doctor of Arts degrees showed an overall decrease (-12.3%). The number of post-doctoral students increased by 1.7% reflecting a 1.1% increase at public Ph.D. institutions and a 2.3% increase at private Ph.D. schools.

TABLE 7

Percent Change in Graduate Teaching Assistants (Service Required) on Appointment, by Discipline Area, 1980-1981

	<u>Education</u>	<u>Humanities</u>	<u>Social Sciences</u>	<u>Physical Sciences</u>	<u>Engineering</u>	<u>Biological Sciences</u>
Private-Ph.D.	+10.0% (65%)	+1.4% (69%)	+0.6% (71%)	-1.1% (72%)	+5.2% (65%)	-6.1% (72%)
Public-Ph.D.	-2.2% (80%)	+1.9% (81%)	+7.1% (81%)	+1.6% (81%)	+13.7% (77%)	+2.5% (83%)
All Ph.D.	-1.6% (74%)	+1.9% (76%)	+5.8% (77%)	+1.1% (78%)	+11.4% (72%)	+1.3% (79%)

TABLE 8

Percent Change in Research Assistants (Service Required) on Appointment, by Discipline Area, 1980-1981

	<u>Education</u>	<u>Humanities</u>	<u>Social Sciences</u>	<u>Physical Sciences</u>	<u>Engineering</u>	<u>Biological Sciences</u>
Private-Ph.D.	-7.2% (56%)	+2.4% (58%)	-7.6% (63%)	+2.1% (65%)	+1.7% (60%)	-3.7% (61%)
Public-Ph.D.	-8.3% (72%)	-6.5% (72%)	-10.0% (73%)	-2.2% (75%)	+3.9% (70%)	-1.4% (76%)
All Ph.D.	-8.2% (66%)	-4.2% (67%)	-9.5% (69%)	-1.0% (71%)	+3.1% (67%)	-1.6% (71%)

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TABLE 9

Percent Change in Fellowships or Traineeships (Non-Service), by Discipline Area, 1980-1981

	<u>Education</u>	<u>Humanities</u>	<u>Social Sciences</u>	<u>Physical Sciences</u>	<u>Engineering</u>	<u>Biological Sciences</u>
Private-Ph.D.	+5.7% (58%)	-1.9% (65%)	-0.6% (65%)	-13.9% (66%)	-6.6% (63%)	-10.3% (67%)
Public-Ph.D.	-18.5% (70%)	+11.8% (71%)	-2.4% (71%)	+1.3% (72%)	+1.9% (67%)	+0.6% (72%)
All Ph.D	-15.1% (66%)	+4.2% (69%)	-1.7% (69%)	-5.3% (69%)	-2.4% (65%)	-2.8% (70%)

TABLE 10

Percent Change in Master's Degrees Awarded, by Discipline Area, 1980-1981

	<u>Education</u>	<u>Humanities</u>	<u>Social Sciences</u>	<u>Physical Sciences</u>	<u>Engineering</u>	<u>Biological Sciences</u>
Public-Master's and Ph.D.	-6.7% (81%)	-1.0% (81%)	+2.3% (81%)	+5.1% (82%)	+9.8% (74%)	-1.8% (81%)
Private-Master's and Ph.D.	+1.5% (67%)	-3.6% (72%)	+5.1% (73%)	-5.1% (72%)	-0.1% (63%)	+6.5% (72%)
Total	-5.5% (77%)	-1.5% (78%)	+3.2% (79%)	+2.4% (79%)	+6.4% (70%)	-0.7% (79%)

TABLE 11

Percent Change in Doctorate Degrees Awarded, by Discipline Area, 1980-1981

	<u>Education</u>	<u>Humanities</u>	<u>Social Sciences</u>	<u>Physical Sciences</u>	<u>Engineering</u>	<u>Biological Sciences</u>
Public Ph.D.	-1.2% (83%)	-0.3% (82%)	-1.7% (82%)	-1.9% (83%)	+5.4% (77%)	+3.9% (85%)
Private Ph.D.	+8.2% (68%)	-6.1% (70%)	-0.3% (71%)	-1.3% (74%)	+5.0% (69%)	+5.4% (73%)
All Ph.D.	+0.6% (77%)	-2.4% (78%)	-1.3% (78%)	-1.7% (81%)	+5.2% (74%)	+4.2% (81%)

TABLE 12

Full-time and Part-time First-time Enrollment, 1980-1981

			<u>1980</u>				<u>1981</u>			
	<u>Number</u> *	<u>%</u>	<u>Full-time</u>	<u>%</u>	<u>Part-time</u>	<u>%</u>	<u>Full-time</u>	<u>%</u>	<u>Part-time</u>	<u>%</u>
Master's Highest	57	54	6,592	27	17,770	73	6,225	27	16,646	73
Ph.D. Highest	182	71	72,913	55	58,646	45	71,620	56	56,383	44
Total	239	66	79,505	51	76,416	49	77,845	52	73,029	48

* Number is institutions responding. Percentage figures are the number responding as a percent of the number available in the total group. For example, 57 Master's Highest Degree institutions responded out of a possible 105 such institutions on the CGS membership for a 54% response rate for that group of institutions.